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EDUCATIONAL NEWS AND EDITORIAL COMMENT

A NEW SCHOOL OF EDUCATION

The several special departments which Boston University has been conducting in its efforts to improve the quality of public-school teaching in New England are to be consolidated to form a separate school of education. This new school will have its headquarters at the College of Business Administration. Its chief appeal will be to graduates of two-year normal schools who will wish to round out their course and to students in colleges who are planning to make teaching a life-profession. The degree to be given upon satisfactory completion of the course is Bachelor of education.

VOCATIONAL RE-EDUCATION

The American Association for Labor Legislation would enlarge the scope of the Hoke Smith bill, which provides vocational rehabilitation for disabled soldiers and sailors, by an amendment extending the plan also to maimed victims of industrial accidents.

It is felt that the Federal Board of Vocational Education will complete its work for the soldiers and sailors within a few years after the close of the war. The American Labor Association would make use of the machinery thus started for re-education of more than 100,000 industrial cripples who would thus be restored to skilled trades. The government equipment for this work should be used to its fullest capacity, so that a steady stream of re-created workers, the maimed from war and industry, may be turned back immediately to skilled employment.

AN INTERNATIONAL EDUCATIONAL ALLIANCE

Mayor John F. Hylan of New York and President Mano G. Menocal of Cuba are the prime movers in the establishment of an international educational alliance between the United States and the nations of South and Central America. The main object is closer union between these nations.

Under the plan proposed Spanish would be taught in the schools of New York and ultimately throughout the nation, while English would be taught in the schools of Cuba and Central and South America. Students of universities in the United States will also interchange with those in Latin-American schools, so that the Spanish language and customs may be learned by our young men and English customs by the Latins. This movement is backed by other important educators, including President Faunce, of Brown University. He wrote Dr. Gabriel Casuso de Roque, of the University of Havana, and received the following reply:

Havana University will gladly join a pan-American educational alliance which will work for a closer union of all the American Republics. We should welcome graduates to specialize in the Spanish language and Spanish literature and history. In Havana these young men could prepare for business or diplomatic work in South American countries.

TEACHING GERMAN

The *North American Review* strikes the keynote of sensible moderation concerning German in our schools. Says that journal: "It would be foolish to exclude German from the curriculum simply because we are at war with Germany. But in so far as German is retained, it should be regarded, treated, and taught as a foreign language, on a par with other foreign languages."

Under a program like this the *School Review* would regard as sensible state or federal action which would make it unlawful to conduct elementary schools in German or in any other language but English. It is notorious that in many schools with large German constituencies that tongue has been exploited far beyond due bounds, as though English were the foreign and German the native language. German textbooks are not wanting which assert that it is dishonorable for American Germans not to establish their native tongue in America.

That this division of tongues has been and is being deliberately used to develop and promote a pernicious dual alliance there can be no doubt. *Current Opinion*, speaking of what Professor Voss of Wisconsin calls "the beautiful and profitable task of American Germans," viz., "to prepare the way in this country for the German spirit and the German conception of life," shows to what extent that extremely undesirable end is being accomplished:

According to ex-Senator Lafayette Young, of Iowa, thousands of schools in the Northwest close their daily sessions with the singing of "Deutschland

ueber Alles." According to the president of the American Defense Society, there are one hundred German papers printed in this country, most of them "insidiously disloyal." Professor Earl Sperry, of Syracuse University, who has been conducting a governmental investigation, finds 491 German schools and many church societies used for "instilling ideas of Germanism." In Nebraska alone, according to the *New York Sun*, there are more than 200 Lutheran parochial schools in which there is very little English taught and in many of which German is taught exclusively. It is reported that out of seventy-six men who presented themselves recently to the draft board from a remote district in Wisconsin sixty spoke the German language only, or a very few words of English, and Senator Thomas, of Colorado, says he has received information that 700,000 men of draft age in the country are unable to read or speak English. According to Secretary Lane, we have in our population five and one-half million persons who cannot speak or read English, one and one-half million of them being native-born. According to another investigator, Dr. Wheaton, Fort Wayne, Indiana, spent last year \$14,672 for teaching German immigrants and \$108 for teaching English; Columbus, Ohio, spent nothing for teaching English and \$16,000 for teaching German; Philadelphia spent \$11,000 for English instruction and \$70,000 for German. According to Professor Sperry's testimony before a Senate committee, the German Reichstag in 1912 appropriated one million marks for furthering the teaching of German in schools in foreign countries, and articles were read by him from German papers predicting that in 100 years the United States would be completely controlled by Germany.

No individual and no community which is undeniably American in its sympathies and purpose could object to conducting elementary schools in English. The intense eagerness with which many of our immigrant communities seek to master English is in striking contrast to the tenacity with which German communities refuse to do so. No use mincing words; they should be compelled to do so.

But the program of the *North American Review*, with equal wisdom urging that German be taught as a foreign language, would preclude many of the ill-considered and even unjustifiable actions which are prevalent the country over. For example, the most extreme action has recently occurred in Montana. On April 22 the State Council of Defense ordered that

the use of the German language in public and private schools cease in the state . . . and in the pulpit. . . . German books and histories must be thrown out of the public and private libraries . . . a special prosecutor was appointed to see that these orders are obeyed . . . a long list of books, German or in other tongues, that are under the ban, will be issued, and their destruction

enforced. Librarians, school officials, ministers, etc., who disobey the order are warned that punishment will be severe [*Daily Missoulian*, April 23].

News of this order was received in the state university on the morning of the twenty-third, and at noon all classes in German were discontinued. What is to be done with students majoring in German and with instructors is still an open problem. Fear is expressed that even the German library in the university may be destroyed. Fear is expressed that any person in the university with a German book in his possession becomes *ipso facto* a lawbreaker. One of the instructors in the university goes on to say

that the attempt to wipe German out of the state in this unreasonable and unreasoning manner will cripple the entire research work of the departments of chemistry, physics, mathematics, botany, biology, zoölogy, etc., and will practically close the school of music for want of technical material; that the departments of language and literature will necessarily have to suffer; that, finally, students in this state are to be given no opportunity to study German—a language which leading officers at the front tell us is invaluable for war purposes; that, in short, we are to be cut off in an autocratic manner from any contact with the great German thinkers, philosophers, and scientists—this is as nothing compared with the Montana way of making the world safe for democracy. It seems to me that this unwarrantable intrusion into the rights of the schools in the fields of research and teaching deserves strong condemnation at the hands of the leading editorial journals.

Should the action of the State Council result in the extremes thus predicted the *School Review* would agree that it indicates “a grave state of public hysteria.” However, the program as set forth in the *Daily Missoulian* speaks of a list of prescribed books. It is inconceivable that mere scientific and literary books should be included. Unquestionably the order prohibiting German as a foreign language in higher institutions is hysterical. It may be, however, difficult to discriminate, and for the period of the war, even if some schools and some teachers suffer, the less German, both press and instruction, the better.